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ABSTRACT

This module is the sixth of 10 in the Essential Communication and Documentation Skills curriculum. It develops the ability to make oral reports, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery, and one reference. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction; the key elements of the communication process--message, sender, receiver, intention, environment; oral reporting--a case study; active listening and oral reporting--using clarifying questions; oral reporting--a role play; oral reporting on the job--a practice situation; and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

ED 380 683

Essential Communication and Documentation Skills
Module: Making Oral Reports

Rockefeller College Workplace Literacy Program

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ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS

for the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

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Joanne Casabella, Administrative Officer, Office for Research
Thomas J. Kinney, Director, Professional Development Program
Eugene J. Monaco, Deputy Director, Professional Development Program
Christine A. Katchmar, Workplace Literacy Project Director, Professional Development Program

New York State Division for Youth
Judith Blair, Director, Bureau of Staff Development and Training
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Governor's Office of Employee Relations
Diane Wagner, Program Administrator, Project Reach
Harriet Spector, Employee Relations Assistant, Project Reach

Civil Service Employees' Association
Ira Baumgarten, Director of Labor Education Action Program

The curriculum was designed to improve the competency of Division for Youth Direct Care Staff in the workplace areas of reading, writing, listening, speaking, observation, and decision making using contextualized workplace learning materials. Two additional accomplished goals were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning for the juvenile justice and adult literacy fields. The Professional Development Program of Rockefeller College, University at Albany, State University of New York, invites your questions regarding this project. The materials and ideas are available for duplication and use upon request to Rockefeller College Professional Development Program.

Albany, New York
July 1994

ACKNOWLEDGMENTS

The *Essential Communication and Documentation Skills for the New York State Division for Youth* curriculum manual with all its companion pieces and supplementary products came to fruition through the talents and commitments of many individuals. We would like to acknowledge all those for their efforts and to give special mention to the individuals and groups listed below, whose contributions were particularly valuable.

We acknowledge the New York State Division for Youth for welcoming this project and curriculum into its strategic training plan, and for providing the many staff members, the time, and the resources that were dedicated to the project implementation and curriculum development. We especially acknowledge the efforts of Brian Caldwell, Margaret Davis and Judith Blair of the Division's Bureau of Training and Development. Also appreciated are the staff of the Division for Youth's Training Centers, including but not limited to Greg Gallina, Terry Keith Smith, and Reginald Osterhoudt of the Highland and Pyramid Training Centers; Gale Smith, Patsy Murray, Munna Rubaii, and Debra Peete of the MacCormack Training Center; Rick Quinn of the Industry Training Center; and Phyllis Patricelli, Dena Thompson, Margaret Smith, and Margaret Kinney Trolio of the Tryon Training Center. Many personnel from the DFY Central Office also deserve appreciation, particularly the support staff, including Sandy Vanier, Karen Tribley-Smith, Suzanne Pohlmann, and Shirley Clark. We would like to give special acknowledgments to the many Youth Division Aides, supervisors, and managers from throughout the New York State Division for Youth who willingly participated in the literacy task analyses, the focus groups, the field tests of the curriculum, the pilot tests, and the many other activities that were instrumental in bringing this curriculum and project to its final state.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH and tutoring issues for New York State government and for being the inspiration behind the original project proposal to the National Workplace Literacy Program. Without Diane's expertise in the operation of REACH across all New York State agencies and her close working relationship with Literacy Volunteers of America - New York State, the tutoring component of this project could not have been implemented.

We further appreciate the insight and involvement of Ira Baumgarten of the New York State Civil Service Employee's Association, Project LEAP who, as the representative for the labor perspective, continually brought the implementation of project elements and the development of the curriculum around to an awareness of the worker's need. His breadth of experience in varying levels of educational programming across the agencies of New York State Government provided a valuable perspective regarding the institutionalization process within the Division for Youth.

We would also like to give acknowledgment to Jorie Philippi, Principal Evaluator, Performance Plus Learning Consultants, Inc. as the external evaluator of the project. In providing insightful feedback through interim evaluation reports and numerous discussions, Ms. Philippi helped to keep the project on course and true to its goals and objectives. Her experience in evaluating and implementing numerous workplace literacy programs throughout the United States under the United States Department of Education's sponsorship and as a private consultant served the project well. She was able to quell anxieties as well as provide expert advice for program development and operation through all phases of the project implementation. Her efforts and expertise are greatly appreciated.

We thank the members of the Literacy Advisory Committee and the Program Planning Committee for their time commitment and expert advice regarding project design and implementation from the varying perspectives that each member brought to the meetings and other sessions.

At the Rockefeller Professional Development Program we would like to acknowledge Judith Anderson, Computer Specialist, Sally Berdan, Director of Publications, George Dowse, Graphic Artist, and Bob Richardson, Senior Editor, for consultation in their areas of expertise. And, finally, for his professional oversight and unflagging support throughout the entire project design and implementation, we thank Eugene J. Monaco, Special Assistant to the Provost of Rockefeller College for Professional Development, Training, and Research.

The drafts of the curriculum and all companion pieces were the products of a team of expert curriculum developers consisting of Muriel Medina, Ph.D., Mary Hall, and Christine Katchmar of Rockefeller College and Brian Caldwell of the New York State Division for Youth, ably assisted in word processing and graphic design by Sandy Guntner and Mary Campney of Rockefeller College. The creative dynamic that this team achieved and maintained during the arduous curriculum development process was instrumental in achieving the high quality that the final products have. The willingness of all team members to work above and beyond the regular work periods all across New York State was reflective of the level of commitment to a quality effort. The level of collaboration between the work site representative and the educational representative that was achieved by the members of the team helped to make the curriculum a truly contextualized workplace literacy product. We appreciate all the efforts of this talented team.

PREFACE

Essential Communication and Documentation Skills for Youth Division Aides of the New York State Division for Youth was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Rockefeller College Professional Development Program – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the workforce."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

In 1993 Rockefeller College received the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context of the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities. Initial input from focus groups and an Advisory Committee of Administrators, supervisors, and employees of DFY was integral to the curriculum development. This input, combined with the results of the extensive field work, laid the foundation for development of the 40-hour curriculum entitled *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by extensive review and input from training staff and supervisors of DFY.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

YDAs were selected by supervisors to attend Essentials for the first six months of operation of the program. The curriculum is now a core component of the training given by DFY to all newly- hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training for all newly hired YDAs, and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they may be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services, such as tutoring, for select YDAs.

The Tutoring Component

The impetus for the proposal to the NWLP for this project came from Project REACH, which, with CSEA, had had broad statewide experience with workers like the DFY YDA, and which had become well aware of the literacy needs of New York state employees. The tutoring component of this workplace literacy project was provided through Project REACH and CSEA's in-kind support. Project REACH is the workplace basic skills program available to all CSEA-represented New York State employees. Project REACH is a joint labor/management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. REACH has been providing basic skills instruction and support for New York State employees since 1986.

Both CSEA and GOER -Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they had become aware of the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA received through the 40-hour *Essentials* program, if needed.

Since Project REACH and CSEA had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. As designed, DFY YDAs are invited to set up tutoring sessions with an LVA NYS tutor through GOER-Project REACH. The YDA attends tutoring either on his/her own time, or during the workday with one-half of the session donated by DFY as an hour of compensated employment and the other half given from the employee's time.

Two supplemental products, *The Guide to Contextualized Workplace Tutoring* for Tutors and its companion, the *Affiliate Administrator's Guide*, were developed through the project to assist LVA volunteers with the tutoring of the YDA to insure that the tutoring complemented the *Essentials* program and was contextualized to the DFY workplace. The *Affiliate Administrator's Guide* assists LVA NYS Affiliate Administrators in implementing the tutoring within their local affiliate and its ongoing association with Project REACH. These products were collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College.

Unique Project Features

The *Essentials* curriculum was carefully designed to improve the competency of Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. Two additional goals to be accomplished were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning. These goals were projected to be accomplished through some unique features, as follows:

- A 40-hour customized curriculum with all training materials contextualized to the workplace of the New York State Division for Youth and the job of the Youth Division Aide
- A customized workplace literacy skills assessment that would inform instruction and be used as the basis of the YDA's Individual Development Plan
- A 4-hour learning skills module that would be incorporated into the 40-hour curriculum
- Delivery of the 40-hour curriculum to DFY Youth Division Aides throughout New York State in DFY Training Centers supplemented with follow-up tutoring and mentoring at the worksite
- Training Center and home unit teams that would include instructors, mentors, and tutors to implement the Individual Development Plans
- Training modules and program guides for instructors, mentors, and tutors
- Periodic administration of workplace literacy assessment measures to examine the effects of training
- Training of trainers to develop up to 50 instructors able to deliver the 40-hour curriculum in order to create the capacity to continue the program after NWLP funding ceased
- Dissemination of the curriculum to the adult literacy and juvenile justice fields
- Program evaluation following the CIPP model and conducted by Performance Plus Learning Consultants, Inc., Jorie Philippi, Principal Evaluator

The materials and ideas contained in this manual are available for duplication and use upon request to Rockefeller College. The video tape mentioned in the curriculum, as well as both the tutoring component supplemental materials, *Guide to Contextualized Workplace Tutoring* and *Affiliate Administrator's Guide* are available upon request. The hope is that the curriculum and other products will be instrumental for others to continue the work conceived and initiated within the New York State Division for Youth by Rockefeller College and its partners through the Rockefeller College Workplace Literacy Program and the United States Department of Education National Workplace Literacy Program.

The Rockefeller College Professional Development Program is pleased to have been a part of such a dynamic and collaborative development process. We invite your questions regarding this project and the *Essential Communication and Documentation Skills* curriculum manual and its supplementary products. You may reach us at 518-442-5422 (phone); 518-442-5768 (fax), or you may write our offices at 135 Western Avenue, Richardson Hall, Albany, New York 12222.

Christine A. Katchmar, Program Director
Albany, New York
December 1994

FOR THE TRAINER:

Using the Curriculum Manual for *Essential Communication and Documentation Skills*

Introduction to the Curriculum

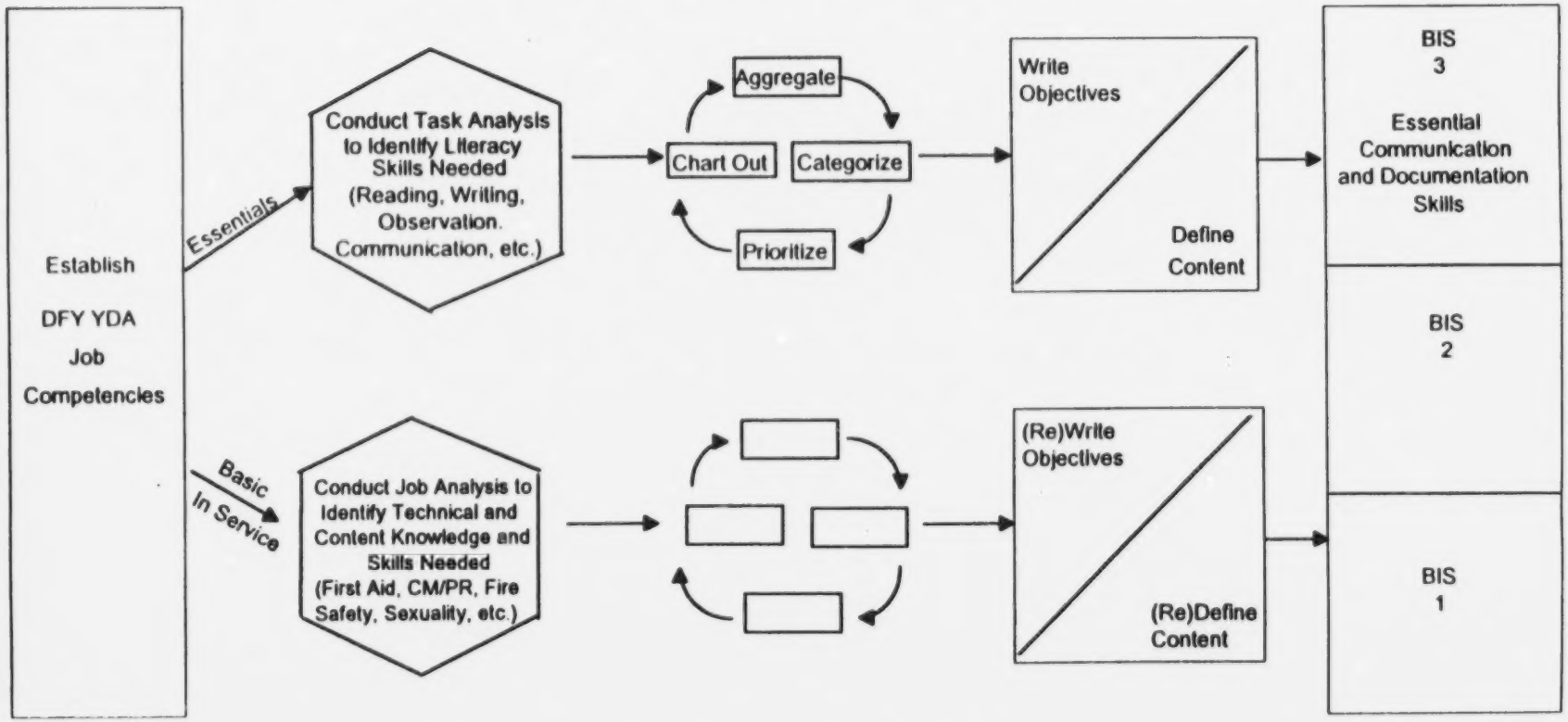
Welcome to *Essential Communication and Documentation Skills*, a comprehensive workplace literacy curriculum that was developed in 1993-4 for and in collaboration with the New York State Division for Youth through the Rockefeller College Workplace Literacy Program under the auspices of a National Workplace Literacy Program grant (FY 92) in partnership with the NYS GOER - Project REACH and CSEA. The curriculum was designed to improve the ability of the New York State Division for Youth's direct care staff to do their jobs better in the residential facilities of the Division for Youth throughout New York State.

Essentials is not job training; it is a workplace literacy program, designed to improve worker competencies in the areas of workplace, reading, writing, listening, speaking, observation, and decision making both on basic and higher order skill and knowledge levels. *Essentials* is an example of contextualized learning. This means it is based on the working environment and materials where the trainees work, in this case the New York State Division for Youth (NYSDFY).

As you review the *Essentials* curriculum manual, you will notice that all training materials are contextualized to the workplace of the New York State Division for Youth and the specific job of the Youth Division Aide. Actual workplace materials from the DFY facilities are used as the basis for instruction, especially in the Reading and Form Documentation modules. The curriculum was developed using the curriculum development model shown in Figure 1.

While this curriculum manual is intended to be a resource that a trainer can use as a guide for conducting the *Essentials* training at the DFY Training Centers across New York State, it can also be used to develop specific lessons or plans for similar instruction for similar employees at like work sites. The curriculum follows an adult learning instructional philosophy and presents general principles as well as detailed instructions for conducting a successful training program contextualized to the juvenile justice workplace and the job of the direct care worker. It is recommended that agencies outside of the NYS Division for Youth who wish to use this curriculum develop instructional materials from their own work sites to enhance the transfer of skill development from training to on-the-job. Rockefeller College offers technical assistance and training that would assist your agency in this tailoring process. However, tailoring is not required; the basic and higher order skills that are targeted for development can be successfully addressed with other audiences using the materials in the manual. Other agencies will be able to successfully adapt this curriculum to their workplace training by using the examples of materials found in this manual

CURRICULUM DEVELOPMENT PROCESS
for
Revision of NYS DFY Basic In Service Training Program



Philosophy

The philosophy underlying *Essentials* shaped the content and instructional processes of the curriculum as well as the roles of the participants and the trainers in the learning.

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves - both basic and higher order. Participants strengthen their skill and knowledge within the framework of work-related tasks through both individual and collaborative practices, completing these tasks that simulate practices on the job.

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDA's knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skill and knowledge.

Participants are expected to be involved, responsible, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives. They build the content of certain modules by developing and acting out work-related skits that form the basis for class exercises. Throughout, the participants provide feedback to one another, helping each other to assess and improve skills, while gaining knowledge. On the final day of the 5-day program, the participants develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plans (IDP) reflects the emphasis of their being in control of and responsible for their own ongoing learning, a philosophical cornerstone of the entire curriculum.

Instructional Techniques and the Trainer's Role

The instructional processes of *Essentials* are designed to address and encourage a variety of learning styles. They include:

- Trainer presentation
- Whole group discussion and brainstorming
- Individual skill-building activities
- Paired skill-building activities
- Small group skill-building activities
- Problem-solving and decision-making activities
- Role plays

These methods are highly interactive and participatory. The role of the trainer is to facilitate and encourage interaction through the variety of opportunities that the above provide.

Throughout *Essentials*, the participants learn by watching , listening, and doing as well as from their own feelings, reflections, and personal reactions. They have time to think about situations and to analyze ideas. The trainer will be challenged to adapt to the workplace contexts that evolve spontaneously and enrich these learning processes. One of the most important things the trainer will do is increase participant confidence and self esteem while facilitating the development of skill and knowledge.

Structure of the *Essentials* Curriculum Manual

Essentials consists of 10 modules:

- Introduction and Orientation to the Program
- Observation Skills
- Decision Making
- Listening and Speaking
- Giving Directions to Residents
- Making Oral Reports
- Reading on the Job
- Form Documentation
- Writing Logs and Reports
- Final Assessment and Action Planning

An initial skimming of the manual in the order in which these modules appear will provide an overall sense of the scope and direction of the content. **Introduction and Orientation to the Program** establishes the program objectives and sets the tone for the full week of training. The next eight modules (see list above) develop the actual workplace literacy skills identified as being directly related to the job of the direct care worker. These modules use materials and activities contextualized to the job and the workplace of the DFY YDA in a sequential progress designed to build skill and knowledge in an integrated manner. The concluding module, **Final Assessment and Action Planning**, assists the training participants in establishing goals to continue their professional development beyond the foundation that was established in *Essentials*.

Each module is consistently divided into seven sections to facilitate understanding of the module and the entire curriculum as well as to enhance ease of instruction and learning:

- Design Cover Sheet
- Preparation Cover Sheet
- Presentation Overview
- Presentation Guide for the Trainer
- Flip Chart Masters
- Supplemental Notes and Materials for the Trainer
- Participant's Materials

This structure helps the trainer because each section serves a specific purpose to assist in delivering the curriculum.

Immediately after the module title page is the **Design Cover Sheet**. This gives an overview of the module design, including its title, purpose, methods, performance objectives and evaluation procedures. The **Preparation Cover Sheet** then lists the equipment and supplies required, the media support, if any, the necessary participant materials and handouts, the instructor's materials and preparation steps, and options or variations in delivery. The **Presentation Overview** lists the module's activity titles, the method of delivery, the purpose, and the estimated time the activity will take along with a total estimated time for the entire module. Following these overview sheets is the detailed **Presentation Guide for the Trainer**, a comprehensive and detailed step-by- step guide for the delivery of the module activities. Each module also includes a copy of the **Flip Chart Masters** and the section, **Supplemental Notes and Materials for the Trainer**, which provides additional information and resources to enhance the trainer's understanding of each module's materials and objectives. A **Participant's Materials section provides** the complete packet of the materials that each participant should receive during the delivery of the program; it may be photocopied with the permission of Rockefeller College (518) 442-5422.

Additional Materials

The *Essential Communication and Documentation Skills* videotape was created to be used with the curriculum for the assessment process and for the observation and decision making processes. This tape is available from Rockefeller College to agencies who plan to implement this curriculum.

For the **Reading and Form Documentation** Modules, *Essentials* uses forms that are completed on a regular basis in facilities and NYS DFY policies. These materials appear in the *Essentials* curriculum in the section **Additional Materials**. The instructional process will work best if these readings and forms are provided in separately bound (or stapled) versions. The agency implementing the curriculum should select similar readings and forms from their own workplace.

Two additional resources supplement the *Essentials* learning program. The first, the ***Guide to Contextualized Workplace Tutoring***, a guide for Literacy Volunteers of America - New York State volunteer tutors is available to assist these tutors in developing contextualized tutoring activities for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. This resource is provided to local LVA affiliates through the New York State Governor's Office of Employee Relations - Project REACH. If at the conclusion of Day 5 a participant chooses to access supplementary individualized tutoring, NYSDFY has set up a relationship with REACH and a process with LVA for the employee to receive tutoring on the job. The second resource, the ***Affiliate Administrator's Guide***, is for the LVA Affiliate Administrator to operate the tutoring component. These are both available through the Rockefeller College Workplace Literacy Program. Other organizations outside of NYS DFY may find these two resources valuable if they are interested in using the services of their local LVA affiliate.

Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, assessment is conducted by doing tasks that direct care workers actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

Pre and Post Assessment - These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, participants watch a video cutting of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, participants are directed to perform six tasks. They:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY policy related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' basic skills in completing job tasks. The pre-assessment can determine a focus for training activity during the week; the post-assessment will illustrate the participant's growth as a result of training and provides a valuable tool for self instruction.

Self-Assessment - In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve. The trainer's role is to facilitate this self assessment and encourage objectivity.

Trainer Assessment - Throughout *Essentials*, trainers observe and give input on participants' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans. To become proficient in this process is challenging and rewarding. The trainer should keep in the forefront the principle that the participant is responsible for the learning and avoid any value-laden and judgmental comments or reactions. The trainer should consciously place the responsibility for the final assessment on the participant.

Peer Assessment - Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner. The trainer, again, will need to facilitate this process.

Portfolio Assessment - As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas. Trainers monitor the collection of portfolio items and encourage participation.

In *Essentials*, assessment is woven into the curriculum. The assessment processes are designed to address the varying learning styles that the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program. The trainer needs to familiarize him/herself with all the processes used and examine the curriculum guide to identify opportunities for application.

Logistics

Time - *Essentials* is best held during the regular 8-hour work day. The times given in the curriculum manual for activities and modules are fairly true to real time of accomplishment. Times, however, will vary depending upon the number of participants since many activities are dependent upon participant interaction.

Numbers - Suggested numbers of participants are included in the **Design Cover Sheet.** As suggested, it is best to keep the size of training groups down to 20. Suggested numbers for breakout groups are given. It is important to follow these suggestions.

Space - The training room should have enough room for the 20 participants to develop and act out the skits and role plays and to break into small groups for activities. Having a second space is very helpful but not absolutely necessary as long as the main training space is large enough to allow for ease of movement and separation of participants. Tables, as well as chairs, are necessary since the participants do a considerable amount of writing and need good writing surfaces. This is especially important during the pre-and post-training assessment activities, during the Individual Development Plan development, and for the writing module. Since *Essentials* is conducted for five consecutive days, rearranging the space and participants periodically will help keep energy and interest high.

Other - Detailed information regarding materials, equipment, audiovisual aids, handouts, etc. are provided in each modules' **Preparation Cover Sheet.**

Preparing Yourself for Training: A Final Word

The *Essentials* curriculum manual is fairly self-explanatory. You can best prepare yourself to provide quality, contextualized training for the NYS DFY YDA or other direct care worker at a juvenile justice facility if you:

- Thoroughly review the trainer preparation sections of the manual: the **Design Preparation Sheet**, the **Presentation Overview** and the **Presentation Guide**, and the **Supplemental Notes for the Trainer**.
- Thoroughly review the audiovisual materials and the Participants' Materials, including the participants' supplemental readings and forms.
- Explore the ways in which day one and day five contribute to the training goals for the week, the pre-and post-assessments, the Personal Progress Portfolio, the Individual Development Plan, and the self-instructional learning assessments.
- If possible, take an in-service training of trainers program offered through the Rockefeller College Workplace Literacy Program, which educates the trainer on the instructional techniques and approaches in *Essentials*.
- Practice some of the activities in each module with a population similar to the YDA population.

We wish you success in your training assignment. We will continue to be available for any discussion or questions you may have in the process.

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MODULE

MAKING ORAL REPORTS

DESIGN COVER SHEET - OVERVIEW

For Module:
Making Oral Reports

Module/Workshop Title:	Making Oral Reports	**#:**
Course Title:	Essential Communication and Documentation Skills	**#:**
Prepared by:	Staff of Rockefeller College, University at Albany, SUNY in collaboration with staff of the New York State Division for Youth	**Date**: July 1994
Purpose/Goal:	To further develop concepts and skills of oral communication that will help staff make their oral reports between shifts and to supervisors and others clearer and stronger.	
Suggested Presenter(s):	DFY Staff and/or Adult Basic Education Instructors, who have completed the *Essentials' Training of Trainers*	

Total Time:

2 hour(s)

Suggested Schedule:

AM Session of Day 3

Target Population/Qualifications:

Direct Service Workers who have completed Pre-Service and BIS 1.

Number Of Participants:

8 - 24 maximum

Methods Used:

- Trainer presentation
- Guided discussion
- Individual and small group exercises
- Role play
- Video viewing and analysis (optional)
- Case study

Performance Objectives:

Upon completing the module, participants will be able to:

- Identify and reduce common causes of poor communication in workplace reporting
- Improve ability to report to co-workers and supervisors orally
- Develop skills and strategies that will improve ability to give effective oral shift reports

Evaluation Procedures:

- In-session instructor and peer observation and assessment of task accomplishment
- Pre/Post Training assessment experience
- Portfolio Building: Oral Report Checklist
  Summary and Closure

DESIGN COVER SHEET - PREPARATION

For Module:
Making Oral Reports

Physical Setting: (e.g. room size, furniture arrangement)
Room should be large enough to accommodate 8 - 24 participants plus instructors; chairs should be movable to reconfigure for group and individual activity; tables should be available for writing activities; room should have capability of showing a group role play to the entire training group.

Equipment and Supplies:

#	Item
x	easel/newsprint
x	markers
x	masking tape
x	notepads
x	pens/pencils
	nametags/tents
x	training records
	other:

Multi Media Support:

#	Item
	VCR/monitor (type:)
	videotape (length:)
	camcorder (video camera)
	16 mm. projector
	film (length)
	screen
	overhead projector
	other:

Student Materials/Handouts: (title, number needed of each)

Participant Packet, including the following handouts:

1. A Case Study: Red and Blue
2. A Case Study: Paper Airplanes?
3. Using Clarifying Questions in Oral Reports
4. Giving Oral Reports
5. Oral Report Checklist
6. Summary and Closure

NYS DFY Communication Guides

Instructor Materials/Preparation: (e.g. prepare visuals, prearrange groupings)

Familiarize yourself with the "Oral Report" section of the *DFY Communication Guide* (pp. 67-71)
Familiarize yourself with the *Oral Report Checklist*
Prepare AVs:

- AV 1: Some Myths about Communication
- AV 2: Some Truths about Communication
- AV 3: The 4 "Cs" of Communication
- AV 4: Purpose
- AV 5: Module Objectives
- AV 6: Communication Skills Model
- AV 7: The Arc of Distortion
- AV 8: Case Study Analysis
- AV 9: Active Listening
- AV 10: Techniques for Active Listening

Review the information in *Supplemental Notes and Materials for the Trainer*, as needed

Options/Variations:

If the situation and the participants lend themselves to it, videotaping the participants in some real life and role play situation would provide valuable data to illustrate their own skills and behaviors and to instruct for change.

References:

Caldwell, Brian and Margaret Kinney-Trolio. *Introduction to Communication Skills* from BIS 1. Albany, NY: NYSDFY, 1993

PRESENTATION OVERVIEW

For Module:
Making Oral Reports

Time Presenter	Activity Title/Method/Purpose
10 minutes	**Introduction to the Module** *Trainer presentation with guided group discussion* To provide an overview to and create a rationale for attending to the subject of oral reporting; to introduce the objectives of the module
5 minutes	**The Key Elements of the Communication Process: Message, Sender, Receiver, Intention, Environment** *Trainer presentation with guided group discussion; large group exercise* To reinforce and clarify the importance of each of the elements in creating successful message exchanges
35 minutes	**Oral Reporting: A Case Study** *Case study analysis in small groups; group presentations; trainer presentation* To further reinforce the principles of successful message exchange by means of an on-the-job example
10 minutes	**Active Listening and Oral Reporting: Using Clarifying Questions** *Trainer presentation; small group exercise* To establish clear working definitions of closed and open questions; to provide opportunity to practice the use of each kind of clarifying question; to determine the appropriate use of each in message exchange for oral reporting
15 minutes	**Oral Reporting: A Role Play** *Small group exercise* To provide opportunity to practice the use of clarifying questions in an on-the-job example

40 minutes	**Oral Reporting on the Job: A Practice Situation** *Exercise in triads; guided group discussion.* To provide opportunity to practice all the skills of oral reporting in a simulated job situation
5 minutes	**Summary and Closure** *Trainer presentation* To review the module and preview the next
Total Time:	2 hours

PRESENTATION GUIDE FOR THE TRAINER

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PRESENTATION GUIDE

For Module
Making Oral Reports

Time Presenter	Activity Guidelines	Materials
5 minutes	**Introduction to the Module** *Trainer presentation with guided group discussion* This is a good time to do a mid-point check to see if all is on track. Trainer should review the program objectives and query participants about their own personal goal and creative learning plan, and spend a little time discussing what's been covered so far. This is also a good time to do an energizer/motivator. Choose one from those in your repertoire. Try to make it something relevant to basic skills as they have been addressed so far. Trainer should then begin the module by quickly and succinctly reviewing the previous modules, *Giving Directions* and *Listening and Speaking on the Job.* This review should remind participants of key communication principles that will be further developed in this module, such as: Myths about Communication Truths about Communication The 4Cs of Communication Next, trainer should ask the following questions and record responses on newsprint: • What concerns or problems do you have in regard to oral reports? • What skills or 'tricks' have you developed or have you seen others use to help in dealing with these and other oral reporting situations?	AV1: Myths about Communication AV2: Truths about Communication AV3: The 4Cs of Communication

Time Presenter	Activity Guidelines	Materials
	Some responses might be: Concern/Problem | Trick - The log may be incomplete, OSR give additional information - Time is a problem: no time at shift change; relief arrive late - Neither party is solely responsible - Getting an honest report can be a problem	Newsprint
	The answers to the above should lead smoothly into the rationale and purposes for this module. Show AV 4 and say something that stresses the reason for addressing this area of skill - one of the most important skills that Direct Care Workers need to do well in order to do the job.	AV 4: Purpose
	Tell them that the focus of this section is using oral communication to report important things that happen during your workday. Our purpose with these reports is to effectively communicate our messages to others. Effective means that the sender sends an oral message that the receiver receives the way the sender intends. Then, go over the module objectives.	AV5: Module Objectives
5 minutes	**The Key Elements of the Communication Process: Message, Sender, Receiver, Environment** *Trainer presentation with guided group discussion; large group exercise*	
	Review *"The Communication Skills Model"* using AV6. Be sure to point out the major elements: sender, receiver, message, and environment. Ask participants what they learned about the model from the previous day that applies to the subject of oral reporting at DFY.	AV6: Communication Model
	Review the *Arc of Distortion,* using AV7, and ask someone to explain what it means. Emphasize the critical importance of reducing the size of the "Arc" when giving shift reports.	AV 7: The Arc of Distortion

Time Presenter	Activity Guidelines	Materials
	Have participants read Handout 1. Ask the group to identify the problems with this communication. List on newsprint. (You can organize newsprint by sections Sender, Receiver, Message, Environment.) Prompt them by asking questions from the Elements of Communication and the 4 Cs (i.e., Were there problems with sender, receiver, message, environment? Were they clear, correct, concise or complete?)	Handout 1: A Case Study, Red & Blue Newsprint
	Have them expand the list by asking, "What other barriers do you encounter with oral reports?" Add to the newsprint. Others could include: • Assumptions of sender • Assumptions of receiver • Misunderstanding/Misinterpretation • Personal relationships/history • Stress • Emotional state • Time constraints • Cultural differences • Mental preoccupation • Hidden agenda of speaker • Hidden agenda of receiver • Noise in the environment • Etc.???	Newsprint
35 minutes	**Oral Reporting: A Case Study** *Case study analysis in small groups; group presentations; trainer presentation*	
	Have participants take out Handout 2. Point out that they will be looking to identify some of the barriers in the case study they will be examining.	Handout 2: Case Study: *Paper Airplanes?*
	Break participants up into no more than 3 groups. (Note: Be sure to keep the number of groups to only 3 for purposes of time constraints in the report outs.)	
	Give them their task clearly, using the instructions on Handout 1 and AV 8. Have them read and analyze the case study: *"Paper Airplanes"* in terms of the *Elements of the Communication Process, The 4 Cs, and The Arc of Distortion* in their groups.	AV8: Case Study Analysis

Time Presenter	Activity Guidelines	Materials
	After about 10 minutes, bring the groups back together, and have each group report out their conclusions to the large group, using AV 8. Record suggestions for improvement on newsprint.	AV 8 Newsprint
	Lead the large group in a final summary of the case study emphasizing the elements and barriers involved in oral communication that the case study points out. Emphasize: • the importance of defining the purpose or intended message of the sender • the awareness of the receiver (intention to pay attention) • circumstances or environment in which the message is sent and received	
	Hand out DFY *Communications Guides*. Have participants open to page 67 and show them the section on Oral Reports as a reference. Read the summary on page 71.	*Communication Guide*
10 minutes	**Active Listening and Oral Reporting: Using Clarifying Questions** *Trainer presentation; small group exercise*	
	Trainer should present to the participants the difference between active listening and listening for information and the value of each in oral reporting.	
	Then lead participants into discussion of the principles of using clarifying questions in oral reporting, and the value of using both closed and open questions to elicit information that can improve the oral reporting process. Introduce the principles by reviewing active listening from the prior module, using AV 9, and AV 10, distinguishing between the use of questioning for active listening as opposed to the use of clarifying questions in the oral reporting context.	AV 9: Active Listening AV 10: Techniques for Active Listening
	Conclude the discussion by pointing them to Handout 3. Illustrate the principles of clarifying questions and distinguish between open and closed questioning techniques.	Handout 3: Using Clarifying Questions in Oral Reports

Time Presenter	Activity Guidelines	Materials
15 minutes	**Oral Reporting: A Role Play** *Small group exercise* Ask for volunteers to role play Smith and Burns in *Paper Airplanes*, using questions to improve the oral reporting process. Have observers note the kinds of questions asked and the kind of information or answer that each kind of question elicits. Have observers use Handout 3 as a reference.	Handout 3: Using Clarifying Questions in Oral Reports
35 minutes	**Oral Reporting on the Job: A Practice Situation** *Exercise in triads; guided group discussion* Go over Handout 4 with participants thoroughly, being certain that they understand the directions. Have them follow the directions on Handout 4 and mentally "compose" an oral report of their last work shift. Have them take down a few notes if they need to, but do not allow them to write the report out. Refer participants to Handout 5, and review it, explaining that they will be using it in the actual activity, either as a sender, as a receiver, or as an observer. Ask for two volunteers to play sender and receiver. The trainer should have the first role play take place up in front of the large group as a demonstration and act as the observer, guiding the large group in using the "Oral Report Checklist" and in providing a constructive critique of the report. Be certain to tease out the use of clarifying questions: open and closed. (**Trainer Note:** In modeling the observer's role, be careful to listen closely and watch carefully in order to pick up as much information as possible. Avoid interrupting or cutting off comments. Be an objective observer.) Then have participants complete the activity in triads: a sender, a receiver, and an observer. The observer will give the constructive critique in the small group. Each group will need to participate in three separate Oral Report exchanges, taking turns as sender, receiver, and observer so that each gets to play each role. Circulate among the working groups to provide support, direction, and instructor feedback.	Handout 4: Giving Oral Reports Handout 5: Oral Report Checklist

Time Presenter	Activity Guidelines	Materials
5 minutes	**Summary and Closure** *Trainer presentation* Review the objectives on AV 5 and ask if they've been met. Review the contents of the preceding two modules on oral skills development. Have the participants do a reflective writing for this module and all of the oral skills concepts and techniques explored during the last three modules, using Handout 6. Place completed activity in their Personal Progress Portfolio. Preview the next module.	AV 5: Module Objectives Handout 6: Summary and Closure
Total Time	2 hours	

FLIP CHART MASTERS

Some Myths About Communication

- It's natural
- It's easy
- We all have equal ability

Some Truths About Communication

- Communicating with youths and staff is an important part of your job
- What you communicate may be different from what you intend to communicate
- You can improve the accuracy of what you communicate
- You cannot not communicate

The 4 "C"s of Communication

- Clear
- Correct
- Complete
- Concise

Purpose

The focus of this section is using oral communication to report important things that happen during your workday.

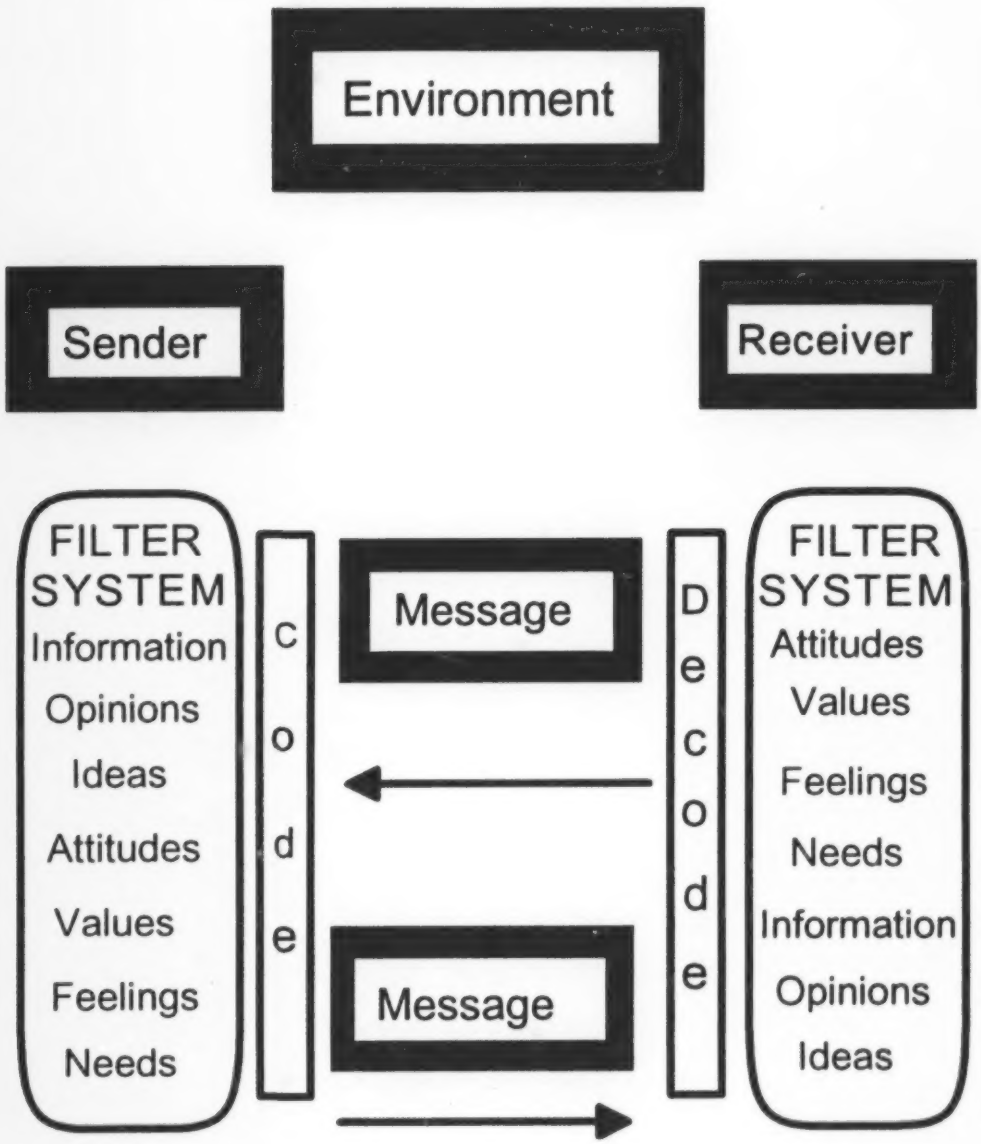
Our purpose with these reports is to effectively communicate our messages to others.

Effective means that the sender sends an oral message that the receiver receives the way the sender intends.

Module Objectives

- Identify and reduce common causes of poor communication in workplace reporting
- Improve your ability to report to your co-workers and supervisors orally
- Develop skills and strategies that will improve your ability to give effective oral shift reports

Communication Skills Model



Adapted from Gordon, Thomas, *Leader Effectiveness Training*, Wyden, New York 1977.
Permission pending.

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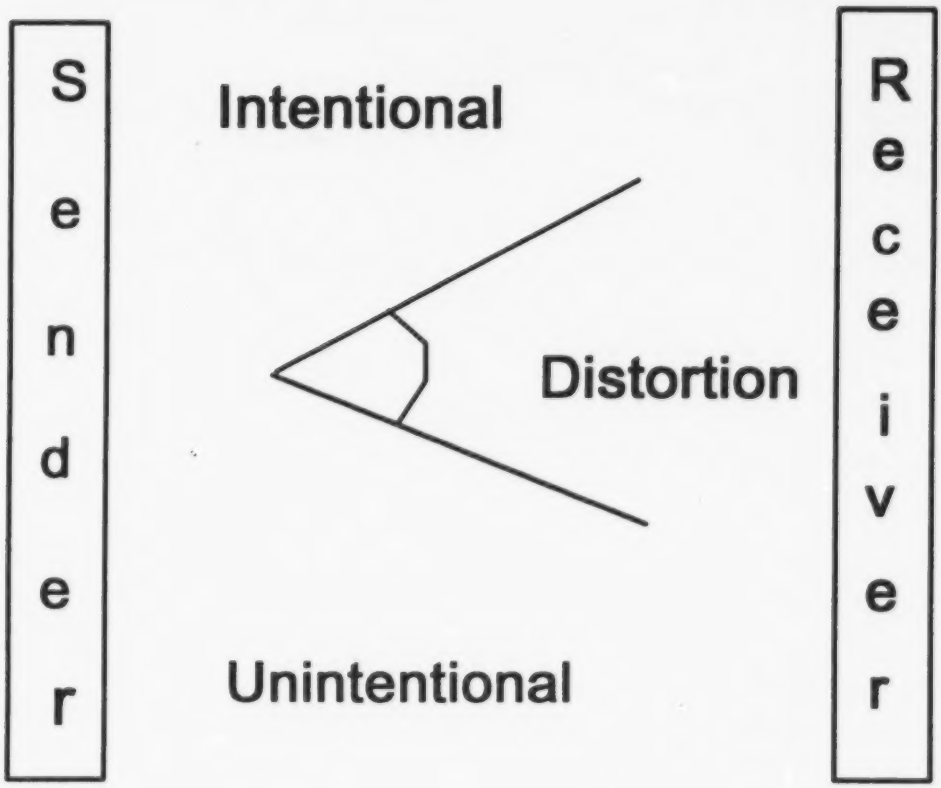
Arc of Distortion



Adapted from Gordon, Thomas, *Leader Effectiveness Training*, Wyden, New York 1977.
Permission pending.

Case Study Analysis

1. What breakdown(s) occurred? When? Where?

2. Why/How did the breakdown(s) occur?

   - ► What key elements were affected/involved?
     - Sender(s)?
     - Receiver(s)?
     - Message(s)?
     - Environment?
   - ► How were the "4 C's" affected?

3. What are your suggestions for improvement/ prevention?

Active Listening

- Restating in your own language your understanding of what the sender was trying to express.
- Using non-verbal cues which communicate your interest and understanding
- Observing the sender's non-verbal cues
- Interpreting feeling
- Putting yourself in the sender's shoes

Techniques For Active Listening

- **MIRRORING** - Restating what a person said, word for word. Used to highlight the message for the sender to think about and/or expand on.

- **PARAPHRASING** - Using your own words to communicate back to the sender what you believe he/she said. This can include your impression of how the sender is feeling.

- **QUESTIONING** - Asking "open-ended" questions (i.e., tell me more ... could you expand on that?) which encourage the person to talk more and <u>don't</u> force him/her into a short answer.

SUPPLEMENTAL NOTES AND MATERIALS FOR THE TRAINER

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Problems	Tricks
What's important to one person isn't to another.	OBSERVE
Forget to do	"Draft" for someone's review.
Not specific enough	Improve vocabulary, use of different words, formal structure
Not in order	Stick to Who, What, When, Where, Why
Leave out details	Ask for clarification or paraphrase
More opinions than facts	Make sure you have enough time to do
Not concisely written	Mentally review what to report
People not comfortable with use of language, correctness	Take notes

Sender

Not specific enough.
Preoccupied
In front of residents.
No information on new staff.
Discussing staff issues in front of residents.
Taking time to "train" new staff.

Receiver

Didn't ask for clarification.
In front of residents.
Discussing staff issues in front of residents.

Message

Smith is left out.

Environment

Not enough time.
Disorganized.
Kids shouldn't be around.

PARTICIPANT MATERIALS

FOR

MAKING ORAL REPORTS

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ACTIVITY: A CASE STUDY: Red and Blue

Purpose: To analyze a common communication situation.

Directions: Read the case below and be prepared to discuss it in terms of the Communication Model.

YDA Blue works the 3:00 p.m. to 11:00 p.m. shift on Unit R. YDA Red works the 7:00 a.m. to 3:00 p.m. shift on Unit R. YDA Smith is new and is working from 12 noon to 8:00 p.m. to learn about how things work on day and evening shifts. YDA Blue walks on the unit at 2:59 p.m. to relieve YDA Red.

The oral report takes place in the doorway as YDA Blue unlocks and opens the unit door.

YDA BLUE - "Yo Red, how we doing tonight?"

YDA RED - "How we doing my ass, this place has been crazy all day."

Blue notices that two residents are entering another resident's room down at the end of the hallway. Blue is about to tell the new guy Smith to check it out but is distracted by Red who grabs his arm and says:

> "Hey man, I'm out of here, got to pick up my check and boogie. Just be sure you keep an eye on Smith. He had some problems today. And watch out for Dill and Pill, they got all messed up in school. Good luck."

During this exchange residents are pulling on Blue and Red's shirts asking for snacks, videos, etc. Red leaves. Blue is about to check the log when he hears screaming in the bathroom. He runs to see what's going on.

ACTIVITY: A CASE STUDY: Paper Airplanes?

Purpose: To examine the oral reporting practices of an authentic workplace situation in order to make suggestions for improvement.

Directions: In your small group read the information below regarding an incident at a facility. Discuss the way in which the staff at the facility communicated the events and behaviors and the resulting actions. Identify the communication breakdowns and determine which of the elements of sender, message, receiver, and environment played a part in the breakdown. Also discuss the 4C's. Was the communication complete, concise, correct, clear?

Then, in your group make suggestions for an improved way of communicating and handling this same incident. You will be presenting your analysis and conclusions to the large group.

Limit your discussion to the Smith/Burns exchange.

The Situation

Early in the evening shift YDA Smith observes residents on a unit of Facility Rural chasing each other in and out of rooms with paper cut out guns, as if they were playing "space pirates." Smith calls a group meeting, confiscates the paper weapons, and throws them out. He writes the attached Activity Report and leaves it on the unit. He does not "burst" it and distribute it to the evening Administrator on duty (A.O.D.) or communicate to him about the incident. Several hours go by, the evening shift draws to a close, and the night shift YDA Burns comes on duty. This is the oral shift exchange between Smith and Burns:

Smith:
"Oh. Great! You're here on time tonight. I got a date that I wanna get to. And I gotta lotta stuff to do ahead a time. Everythin's cool here. Little bit a playin' around but really nothin' much goin' on. Pretty quiet. Have a good time. I'm outta here."

Burns:
"Yea, right. I'll be havin' a great time. See ya."

At some point during the night tour, YDA Burns reads Smith's report. When the night shift A.O.D., Homer, stops in on the unit, Burns shows him the report. There is no discussion about it. Homer reads: "homemade weapons," "something metal," and "telling on each other." Homer leaves to see the Assistant Director, Zwink. Homer talks to Zwink and they decide to hold the kids back from school and breakfast and do a full search.

Around 8 a.m. the Director gets briefed and he briefs Assistant Director Hermes and they decide to call the Unit Administrator of Smith's unit at home. They direct him to report to Facility Rural immediately.

The Director and Assistant Director Hermes go to an off campus meeting, and they pass the problem back to Assistant Director Zwink. Another A.O.D. is on since it is not the day shift. The new A.O.D. Jandrich decides to send the kids to school because she believes that will make it easier to do the thorough search.

The Unit Administrator arrives at mid morning and calls Smith at home. Smith explains that they were only paper weapons.

Behavior/Incident/Activity Report
(In part)

SPECIFICS OF REPORT/NATURE OF INCIDENT (Who, what, where, how, why, etc.)
During the 4-12 tour, staff observe home made weapons floating around in the unit. At that point all residents were counseled on the seriousness of having weapons in their possession, whether being made of paper, tape or something metal. During the group session some of the residents were trying to point the blame on one resident. Basically the residents were told , if they're caught with any type of weapon structure they will receive 4 weeks restriction for interference with staff in performance of duty and possession of contraband.

ACTION TAKEN OR TO BE TAKEN:
4 weeks restriction for interference with staff in performance of duty and possession of contraband. All homemade weapons were thrown away in the outside garbage.

Notes for CASE STUDY Analysis

1. Communication breakdowns(s).

2. How/why breakdown occurred (use specific reference to the elements: sender, message, receiver, environment and the 4 Cs: complete, clear, correct, concise).

3. Suggestions for improvement.

Using Clarifying Questions in Oral Reports

Type of Question	Use of Question Type
Closed Examples: Who was involved in the incident? When did it happen? What sanctions were applied?	1. To obtain specific information quickly 2. To get agreement or disagreement with stated viewpoint or conclusion 3. Use with known frames of reference 4. Use when information is not threatening
Open Examples: What else happened? Tell me more about that? Expand on that?	1. To obtain unknown, non-specific information 2. To establish trust and build rapport 3. To learn about attitudes, feelings, and frames of reference 4. To get at threatening or embarrassing information

ACTIVITY: Giving Oral Reports

Purpose: To practice techniques for sending and receiving oral reports.

Directions:

1. Think about the last shift that you worked. Mentally "compose" the oral shift report for that shift. Take some notes below to help you recall what to say, but do not write the oral report.

2. In groups of 3 you will be communicating your report to a fellow participant who will act as the receiver of your report, while a third participant acts as an observer.

3. Each sender, receiver, and observer should complete an oral report checklist for each oral report given in their group.

Notes

ORAL REPORT CHECKLIST

A. Questions for Sender:	Yes	No	N/A
Content: Have you/Has the sender			
- identified self and others on duty?			
- identified location?			
- identified the time?			
- provided a head count?			
- described noteworthy changes in resident behavior?			
- described significant events or situations?			
- described outside contacts?			
- described new information and developments?			
- described relevant security information?			
- described opinions on what needs to be watched?			
Process: Have you/ Has the sender			
- described situations in observable, behavioral terms?			
- provided enough time?			
- provided for an environment conducive to communication?			
- been concise?			
- given a complete report?			
- answered all questions?			

B. Questions for Receiver:	Yes	No	N/A
Process: Have you/Has the receiver			
- used active listening?			
- used mirroring, paraphrasing or open-ended questions to understand important information?			
- used closed-ended questions to obtain specific information?			
- asked the sender, is there anything else?			
- made sure everything that was said was understood?			
- provided enough time?			
- communicated in an environment conducive to communication?			

C. Instructions for the Observer:
Complete the above items for both the sender and receiver. Use the reverse side for comments.

Adapted from Gallina, Gregory, Osterhoudt, Reginald III, and Osterhoudt, Susan, *Communication Guide*, NYS Division for Youth, Bureau of Staff Development and Training

ORAL REPORT CHECKLIST

A. Questions for Sender:	Yes	No	N/A
Content: Have you/Has the sender			
- identified self and others on duty?			
- identified location?			
- identified the time?			
- provided a head count?			
- described noteworthy changes in resident behavior?			
- described significant events or situations?			
- described outside contacts?			
- described new information and developments?			
- described relevant security information?			
- described opinions on what needs to be watched?			
Process: Have you/ Has the sender			
- described situations in observable, behavioral terms?			
- provided enough time?			
- provided for an environment conducive to communication?			
- been concise?			
- given a complete report?			
- answered all questions?			

B. Questions for Receiver:	Yes	No	N/A
Process: Have you/Has the receiver			
- used active listening?			
- used mirroring, paraphrasing or open-ended questions to understand important information?			
- used closed-ended questions to obtain specific information?			
- asked the sender, is there anything else?			
- made sure everything that was said was understood?			
- provided enough time?			
- communicated in an environment conducive to communication?			

C. Instructions for the Observer:
Complete the above items for both the sender and receiver. Use the reverse side for comments.

ORAL REPORT CHECKLIST

A. Questions for Sender:	Yes	No	N/A
Content: Have you/Has the sender			
- identified self and others on duty?			
- identified location?			
- identified the time?			
- provided a head count?			
- described noteworthy changes in resident behavior?			
- described significant events or situations?			
- described outside contacts?			
- described new information and developments?			
- described relevant security information?			
- described opinions on what needs to be watched?			
Process: Have you/ Has the sender			
- described situations in observable, behavioral terms?			
- provided enough time?			
- provided for an environment conducive to communication?			
- been concise?			
- given a complete report?			
- answered all questions?			

B. Questions for Receiver:	Yes	No	N/A
Process: Have you/Has the receiver			
- used active listening?			
- used mirroring, paraphrasing or open-ended questions to understand important information?			
- used closed-ended questions to obtain specific information?			
- asked the sender, is there anything else?			
- made sure everything that was said was understood?			
- provided enough time?			
- communicated in an environment conducive to communication?			

C. Instructions for the Observer:
Complete the above items for both the sender and receiver. Use the reverse side for comments.

ACTIVITY: Summary and Closure: Oral Reporting

Purpose: To draw the concepts and techniques in oral skills development together for your own purposes.

Directions: Write a summary statement in response to each item below.

---

1. **Learnings: What did you learn about oral reporting?**

2. **Application: How will you use it on the job?**

3. **Improvements: What do you need to do to improve in this skill area?**

Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment**, as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

The Guide to Contextualized Workplace Tutoring and The Administrator's Guide are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

ORDER FORM

Rockefeller College Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
State University of New York
Richardson Hall, Room 381
135 Western Avenue
Albany, NY 12222

Attn: Staff, **Rockefeller College Workplace Literacy Program**
Telephone: (518) 442-5422
Fax: (518) 442-5768

MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

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Description of Material

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